

10-1996

# Master's Program in Life Span Care and Administration Catalog 1996-1997

Nova Southeastern University

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Fischler  
Center  
for the  
Advancement  
of Education

**NOVA SOUTHEASTERN UNIVERSITY**

Fischler Center for the  
Advancement of Education

# Master's Program in Life Span Care and Administration

**Specializations in:**

**Early Childhood  
Education Administration**

**Child and Youth Care  
Administration**

**Elder Care Administration**

**Family Support Studies**

**Applied Addiction Studies**



**CATALOG 1996-1997**

**Includes Application and  
Admission Forms**

LSCA

## STATE DISCLOSURES

### CALIFORNIA

"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Council for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814. Telephone (916) 445-3427."

### INDIANA

"This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, Indiana 46204. In-State Toll Free Number 800-227-5695, or (317) 232-1320."

### SOUTH CAROLINA

Nova Southeastern University is "Licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201. Telephone (803) 737-2288."

## MEETING FACILITIES

Nova Southeastern University leases classroom facilities in accordance with local, health, fire, and safety standards. All facilities are selected on the basis they are conducive to learning. The University attempts to rent classrooms on local college campuses before using other facilities.



*Policies and programs set forth in this catalog are effective through June 30, 1997. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.*

*The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks must carry this information.*

*Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin.*

*Nova Southeastern University is a member of the American Association of Colleges for Teacher Education, the Council of Great City Colleges of Education, and the Council of Graduate Schools.*

*Published October 1996*

# Master's Program in Life Span Care and Administration

**CATALOG 1996-1997**





## PRESIDENT'S MESSAGE



*Ovid C. Lewis, J.S.D.  
President, Nova Southeastern University*

Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically NSU has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, "Even if you're on the right track, if you just sit there you'll get run over."

Given our commitment to providing educational opportunities that prepare tomorrow's professionals to serve optimally their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values—but also the capacity to utilize contemporary technology, to apply and appreciate relevant findings

and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.

# THE UNIVERSITY

NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 227-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, North Miami Beach, and Port Everglades. Its 15 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, dentistry, medical sciences, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, business and public administration, psychology, health professions, and physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs, and/or hearing disabilities. The Family Center Unit provides a spectrum of family related programs designed to promote positive interaction between parents and children.

From the beginning, the University has distinguished itself by its innovative outlook, unique programs that provide both traditional and nontraditional choices in educational programs, and research in many fields aimed at solving the problems of immediate concern to mankind.

The University's centers and programs share a common mission—to educate students for leadership roles in a variety of professions, such as law, education, psychology, osteopathic medicine, optometry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University educational plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Southeastern Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

## THE MISSION

Nova Southeastern University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation, utilizing technology where appropriate.



## EDUCATION PROVOST'S MESSAGE



*H. Wells Singleton, Ph.D.  
Education Provost, Fischler Center for the  
Advancement of Education*

Nova Southeastern University is a recognized leader in programs for professionals whose responsibilities cover the life cycle. As you review this catalog for the Master's Program in Life Span Care and Administration, you may ask yourself this question: Does this program provide the best possible match with my profession, my learning styles, and my personal responsibilities?

The specializations in Applied Addiction Studies, Child and Youth Care Administration, Early Childhood Education Administration, Elder Care Administration, and Family Support Studies are:

1. For the working professional
2. Offered in a guided study format at a distance
3. Open to students worldwide

If you feel that a match exists among your academic goals, career aspirations, and our program specializations, contact our program office. We will be pleased to share the names of students and graduates who hold professional positions similar to yours so that you can discuss the appropriateness of Nova Southeastern's master's program. Good luck with your career.



# THE FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

## MISSION STATEMENT

The Fischler Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

Overview of the Fischler Center for the Advancement of Education programs:

**Graduate Teacher Education Program** offering:

Various Majors in Teaching (M.S. and Ed.S.)  
Modified Core Program in Educational Leadership  
(M.S. and Ed.S.)  
Initial Certification (M.S.)  
Nondegree Endorsement and Certification Renewal  
Options

**Life Span Care and Administration** offering:

Applied Addiction Studies (M.S.)  
Child and Youth Care Administration (M.S.)  
Early Childhood Education Administration (M.S.)  
Elder Care Administration (M.S.)  
Family Support Studies (M.S.)

**National Ed.D. Program for Educational Leaders**  
offering:

Educational Leadership (Ed.D.)

**Programs for Higher Education** offering:

Adult Education (Ed.D.)  
Computing and Information Technology (Ed.D.)  
Health Care Education (Ed.D.)  
Higher Education (Ed.D.)  
Vocational, Technical, Occupational Education (Ed.D.)

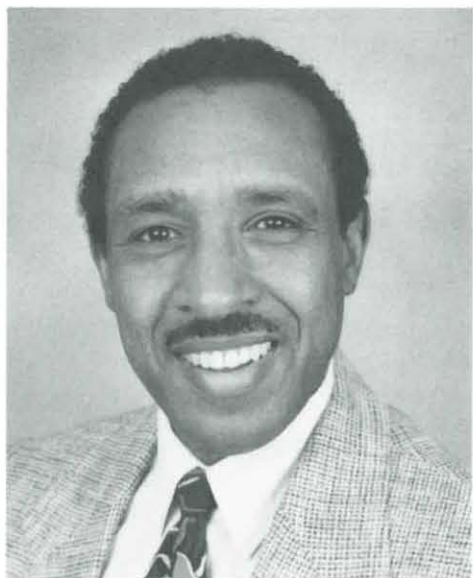
**Programs in Communication Sciences and Disorders**  
offering:

Audiology (Au.D.)  
Speech-Language Pathology (M.S. and SLP.D.)

**Programs in Education and Technology** offering:

Instructional Technology and Distance Education  
(M.S. and Ed.D.)  
Child and Youth Studies (Ed.D.)

## PROGRAM DEAN'S MESSAGE



Norman W. Powell, Ed.D.  
Program Dean  
Master's Program in Life Span  
Care and Administration

*"We reach backward to our parents and forward to our children to a future we will never see, but about which we need to care."*

This eloquent and poignant quote by noted behavioral scientist, Carl Jung epitomizes the rationale upon which the mission of the Master's Program in Life Span Care and Administration and its five areas of specialization are based. The focus of this innovative, non-traditional, graduate degree program is working professionals who are involved in the care and education of constituencies that have been historically overlooked and under served.

Since 1964, NSU has been a pioneer in educational innovation and the development of competent leadership committed to constructive societal change. In recent years the University has been engaged in rapid and dynamic development. The MASTER'S PROGRAM IN LIFE SPAN CARE AND ADMINISTRATION has also undergone some important changes. The master's specialization for Early Childhood Education Administrators began in 1977 and, in 1982, the specialization for Child and Youth Care Administrators was inaugurated. The year 1991 marked the addition of Family Support Studies. The specialization in Elder Care Administration was added in 1993 and the specialization in Applied Studies began in May of

1996. We now truly provide graduate education to practitioners and managers across "the life span." Thus, our program, MASTER'S PROGRAM IN LIFE SPAN CARE AND ADMINISTRATION.

The many challenges and problems that confront the constituencies of the students that we serve throughout the human life span continue to grow in magnitude and complexity. Historically, these problems have not been given sufficient priority by governments or the majority of citizens in our communities. As a consequence, there continues to be a great lack in the number and quality of creative and effective programs that educate and develop the professionals who have the responsibility for serving and educating these populations.

As we observe the status of the education and care of children, youth, families, the addicted, and the elderly, there is little question that change and innovation are in great need. Constructive change will not and cannot occur without competent leadership at all levels. Such leadership must be nurtured, mentored, and developed. Our mission is to play a major role in this nurturing, developmental, and mentoring process. As these changes occur, competent management and service approaches must be applied and practiced.

To date, there have been more than 1,000 program graduates. These individuals continue to be successful as leaders in the profession and have a positive impact on the field. This unique population requires a specialized curriculum, emphasizing leadership and management skills, but one conceived broadly enough to include a knowledge of public policy, evaluation, the profession, resources, budgeting, and program development. Competence in these areas of knowledge is essential for bringing about needed changes. These professionals also require a degree program that can complement their ongoing administrative and service responsibilities.

Finally, this special group of learners needs a degree program that is flexible in its design, has a proactive orientation, and can be delivered to any location. This program is consistent with the missions of Nova Southeastern and the Fischler Center for the Advancement of Education. Our commitment is to serve these professionals and to contribute to the invaluable investment that this important professional population can make throughout the human life span for centuries to come. We believe that the future is truly now!



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# CONTENTS

THE MASTER'S PROGRAM IN LIFE SPAN CARE AND ADMINISTRATION .....	1
The Mission .....	1
Overview .....	1
Transfer of Academic Credit .....	2
ACADEMIC EXPECTATIONS .....	3
Admission to Candidacy .....	3
International Students .....	3
New Student Orientation .....	3
Attendance/Student-Instructor Participation Policy .....	4
Academic Advisement .....	4
Grading .....	4
Student Progress Report .....	5
Degree Completion Requirements .....	5
Time Limit for Completion of Program .....	5
Incomplete Course Work .....	5
Extension Policy .....	6
The Practicum Process .....	7
Temporary Withdrawal .....	7
Registration .....	7
Student Costs .....	8
Individual Professional Liability Insurance for Applied Addiction Studies .....	8
Tuition Refund Policy .....	9
Probation Policy .....	10
Student Termination Policy .....	10
THE SPECIALIZATION FOR CHILD AND YOUTH CARE ADMINISTRATORS .....	12
Overview .....	12
Admission Requirements .....	12
Sequence .....	12
Module Descriptions .....	12
Practicum Requirements .....	14
Summer Instruction on Campus .....	14
THE SPECIALIZATION FOR EARLY CHILDHOOD EDUCATION ADMINISTRATORS .....	16
Overview .....	16
Admission Requirements .....	16
Sequence .....	16
Module Descriptions .....	16
Practicum Requirements .....	18
Summer Instruction on Campus .....	18
THE SPECIALIZATION FOR ELDER CARE ADMINISTRATORS .....	20
Overview .....	20
Admission Requirements .....	20
Sequence .....	20
Module Descriptions .....	20
Practicum Requirements .....	22
Summer Instruction on Campus .....	22
THE SPECIALIZATION IN FAMILY SUPPORT STUDIES .....	24
Overview .....	24
Admission Requirements .....	24
Sequence .....	24
Module Descriptions .....	25
Practicum Requirements .....	26
Summer Instruction on Campus .....	26
THE SPECIALIZATION IN APPLIED ADDICTION STUDIES .....	28
Overview .....	28
Admission Requirements .....	28
Individual Professional Liability Insurance for Applied Addiction Studies .....	28
Sequence .....	29
Module Descriptions .....	29
Practicum Requirements .....	32
Summer Instruction on Campus .....	32
THE CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY .....	33
POLICIES GOVERNING STUDENT RELATIONS .....	38
LEARNING RESOURCES .....	40
EDUCATION FACULTY AND ADMINISTRATIVE STAFF .....	42
NOVA SOUTHEASTERN UNIVERSITY BOARD OF TRUSTEES AND ADMINISTRATION .....	49
NOVA SOUTHEASTERN UNIVERSITY DEGREE OFFERINGS .....	50
APPLICATION AND ADMISSIONS PACKET .....	53

This catalog provides the framework for your program; please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog.

**NOVA**  
**SOUTHEASTERN**  
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FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION



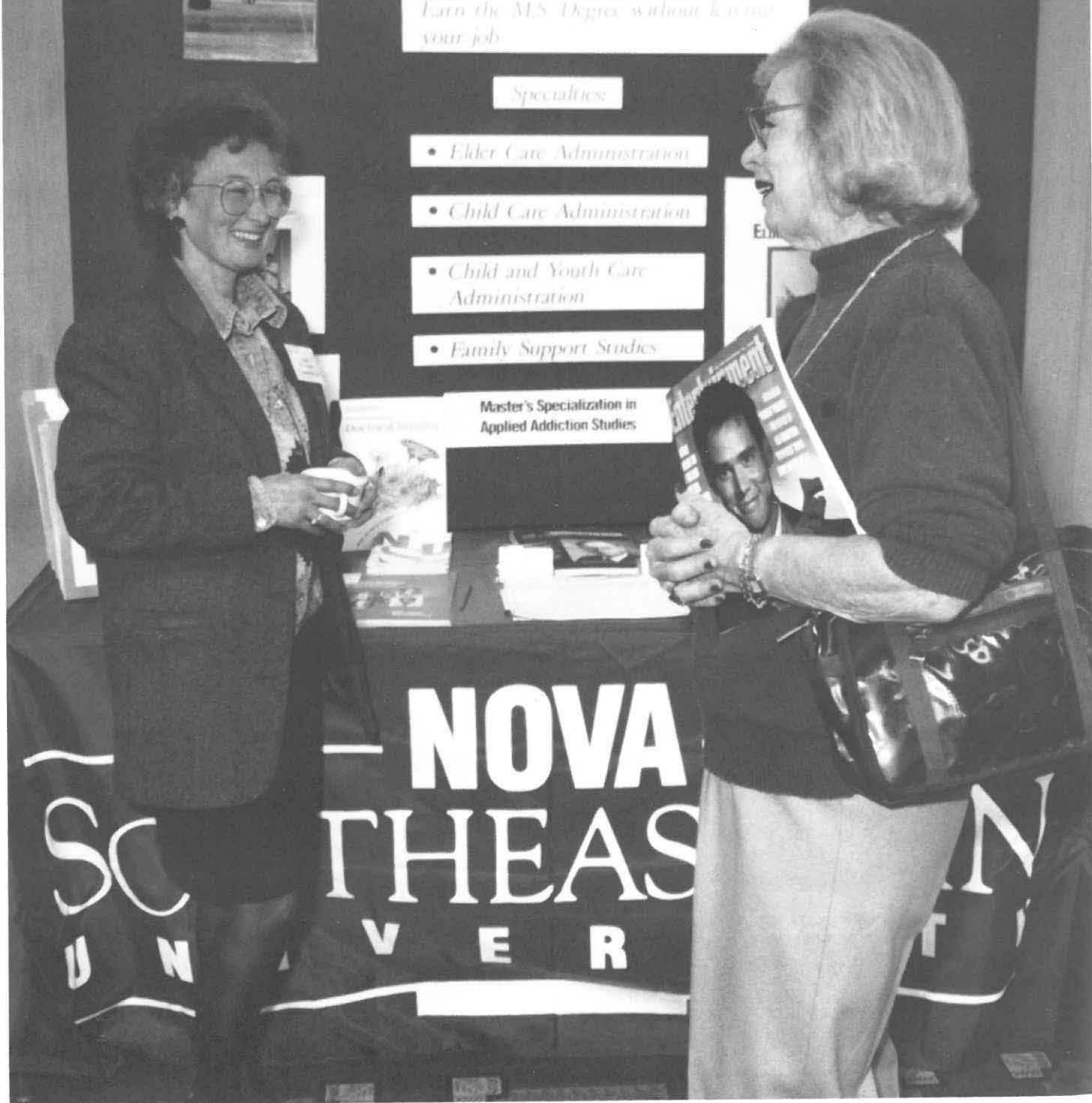
*For the Working Professional*

*Earn the MS Degree without leaving  
your job*

*Specialties:*

- *Elder Care Administration*
- *Child Care Administration*
- *Child and Youth Care Administration*
- *Family Support Studies*

*Master's Specialization in  
Applied Addiction Studies*





# THE MASTER'S PROGRAM IN LIFE SPAN CARE AND ADMINISTRATION

## THE MISSION

The Master's Program in Life Span Care and Administration offers five field-based master's specializations designed for professionals who work with addiction, youth, children, the elderly, and families:

1. for Addiction Prevention and Treatment Practitioners
2. for Child and Youth Care Administrators
3. for Early Childhood Education Administrators
4. for Elder Care Administrators
5. for Family Support Practitioners

These specializations were developed in recognition of two generalizations about the above fields. The first is that the skill and leadership abilities of child, youth, and elder care administrators and of family support and addiction prevention and treatment practitioners are the central ingredients in creating and maintaining quality programs. The second is that these administrators and practitioners have few options when they choose to seek advanced training and education. They must either take an advanced degree in a related field or settle for in-service, nondegree programs.

Child, youth, and elder care administrators and family support and addiction prevention and treatment practitioners require a specialized curriculum, emphasizing leadership, management, public policy,

developmental issues, and human dynamics. They also require an academic program that complements their ongoing work responsibilities.

As the following pages will show, Nova Southeastern University has recognized an opportunity to make an important contribution to child, youth, elder, family, and addiction services by providing a unique program in a distinctive format.

## OVERVIEW

Students in the master's program enter at specified times (January, May, or September) and form a "cohort." They follow the same schedule and meet at the required summer instruction on campus session during the program. Members of a cohort may be widely distributed geographically, but will have opportunities to interact and share assignments through the summer instruction on campus.

Course work for the program is grouped into modules. Modules are units of related courses under the supervision of the same faculty member. Each cohort will have its own guided study schedule for completion of the master's program. Each six-credit module is three months long, each nine-credit module is four months long, and the 12-credit module for the Applied Addiction Studies specialization is seven months long.

Course work, the practicum(s), and summer instruction on campus, will take 26 months to complete for all specializations except Applied Addiction Studies, which will take 30 months.



Students are required to complete a practicum project. This practicum is a job-related problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting.

Applied Addiction Studies students are required to complete a second practicum that involves a seminar and approximately 300 hours of supervised direct practice with individuals, groups, and families at the student's work site.

In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. The summer instruction on campus is an intensive learning experience where students study with members of their cohort, other students in the program, Nova Southeastern faculty, and other experts in their fields.

During summer instruction on campus, students are provided the opportunity for exposure and orientation to a wide range of NSU support facilities and activities. Included among these are the research library, computer training, peer interaction, student/faculty interaction, and other occasions for intellectual growth and development associated with campus life. This experience also provides opportunities for mentoring apprentice relationships between faculty and students, as well as time for faculty evaluation of students.

Summer instruction on campus is held in Fort Lauderdale, Florida, in July. Students receive detailed information regarding summer instruction on campus arrangements in the spring. Students are responsible for travel and lodging costs related to summer instruction on campus.

If a student is unable to attend summer instruction on campus during his/her first year in the program, there will be adjustments to his/her schedule for the next year's summer instruction on campus.

Come to our campus offices or call toll free for program information 8:30 a.m. - 5:00 p.m., Monday-Friday:

Broward County, Florida  
(954) 475-7457

Dade County, Florida  
(954) 940-6447, Ext. 7457

United States and Canada  
800-986-3223, Ext. 7457

E-mail: [lscainfo@fcae.nova.edu](mailto:lscainfo@fcae.nova.edu)  
URL: <http://www.nova.edu/fcae>

## TRANSFER OF ACADEMIC CREDIT

Forty credits of graduate work must be completed for the master of science degree with a specialization in Child and Youth Care Administration, Early Childhood Education Administration, Elder Care Administration, and Family Support Studies. Fifty-three graduate credits must be completed for the specialization in Applied Addiction Studies. Transfer of graduate-level credits up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed upon approval of the program dean. These credits must have been earned within the past 10 years.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.



## ACADEMIC EXPECTATIONS

### ADMISSION TO CANDIDACY

Attention Applicants: This distance education graduate degree program is designed in a guided study format. Successful completion of this program will depend greatly on your ability to work independently and complete assignments and projects within the prescribed timelines, and on your ability to demonstrate in writing and verbally a comprehensive understanding of the required course content.

All accepted applicants are admitted as provisional students. After completion of the first module of courses with a minimum of a 3.0 grade point average, the student is advanced to candidacy for the master's degree. During the first module, the student must submit three letters of recommendation from colleagues or other persons who know his or her work and an official transcript with a minimum of 2.5 GPA from a regionally, provincially, or nationally accredited college or university, sent directly to Nova Southeastern University. Official transcripts of all prior credit earned at other colleges or universities must also be submitted to Nova Southeastern.

All applicants for admission must provide an official letter (on official letterhead) from their CEO or executive director or immediate supervisor, that confirms that they are full-time employees. This official letter should include the employee's position title, hours worked, that they have full-time status, and the probability of continued employment. This letter must be signed and notarized.

The program admissions committee evaluates completed files and notifies the student of official admission.

### INTERNATIONAL STUDENTS

In addition to the general admission requirements for each specialization, the admission process for international students for whom English is a second language includes: the requirement of a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a baccalaureate degree in residence at a regionally accredited North American college or university.

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by a NSU-approved evaluation service. Applications for such an evaluation are available from the FCAE admissions office at 800-986-3223, Ext. 8968. The prospective student is responsible for all fees incurred for this evaluation.

### NEW STUDENT ORIENTATION

Each student will be given a formal program orientation at a scheduled date and time prior to the beginning of the first course module. The process for this formal orientation will be the following:

1. Program office staff will contact each student to arrange a date and time for which they will be available for a conference call utilizing distance education telephone technology.
2. Designated faculty and staff from the central office will provide basic information relative to program expectations, general academic procedures and other information designed to facilitate their successful entrance into the degree program.

3. During this orientation session, students will have an opportunity to hear from and exchange information with fellow students entering the program and ask any specific questions or share any concerns they have related to their beginning the program.
4. During the intensive summer instruction on campus, all new students will receive a further comprehensive orientation that will include the NSU campus departments, support services, University and program history, and current status activities and procedures.
2. Students are required to be available for all scheduled phone conferences.
3. If, for any reason, a student cannot be available for the scheduled phone conference, he or she must contact the instructor to reschedule the missed call.
4. Instructors are required to reschedule any scheduled calls to students that have been missed.
5. At the end of each module, instructors are required to submit to the program director a summary/report of each scheduled phone conference with students.
6. At the end of each module, students are to complete the End of Module Evaluation Form and submit it to the program office.

### ATTENDANCE/ STUDENT-INSTRUCTOR PARTICIPATION POLICY

The master's program utilizes the distance education field-based guided study approach to provide educational opportunities to nontraditional adult students. In the delivery of this unique educational program, the traditional class attendance requirements and recording processes are not applicable. However, establishing and maintaining standards of availability and participation are vital to the academic quality and integrity of the program. The following attendance/student-instructor participation policy has been established.

1. Adjuncts and program professors are required to conduct structured biweekly phone conferences with each student.

### ACADEMIC ADVISEMENT

Ensuring that our distance education field-based guided study students have access to the faculty for academic advisement is vital to the quality of education they receive and the integrity of the program. Full-time and part-time faculty are available and provide academic advisement on request through the utilization of the telephone, electronic mail, and the summer instruction on campus sessions. Full-time campus-based faculty are available between the hours of 8:30 a.m. and 5:00 p.m. EST to ensure the continuity of access.

### GRADING

Because students are expected to produce quality, graduate-level work, a grade point average of 3.0 (B) must be maintained. Incomplete grades must be made up within the indicated time period after the ending date of the module. Failure to do so within the time limit will result in a change of grade from I to F.

#### The evaluation system includes:

NUMERICAL POINTS	LETTER GRADE	GRADE POINT EQUIVALENT	PERFORMANCE LEVEL
90 - 100	A	4.0	Excellent
80 - 89	B	3.0	Good
70 - 79	C	2.0	Below graduate level
60 - 69	D	1.0	Poor
0 - 59	F	0.0	Failure
	I		Incomplete
	P		Pass



## STUDENT PROGRESS REPORT

Students receive progress evaluations and reports at the end of each module of courses. The program office maintains a current record of the student's ongoing progress in the program.

## DEGREE COMPLETION REQUIREMENTS

To graduate with a specialization in Child and Youth Care Administration, Early Childhood Education Administration, Elder Care Administration, or Family Support Studies, a student must successfully complete three nine-credit modules, one six-credit module, and a seven-credit practicum for a total of 40 credits. To graduate with a specialization in Applied Addiction Studies, a student must successfully complete three nine-credit modules, one twelve-credit module, and two seven-credit practicums for a total of 53 credits. Students are required to attend and actively participate in every session of one summer instruction on campus during their first year in the program. Students must assume the expenses for the travel, lodging, and meals.

Six months prior to the ending date of the cohort, the student will receive a degree application for graduation. Upon receipt of the form, the student must fill it out and return it to the registrar's office to be processed. When all financial obligations have been met and all course and program requirements have been completed, the degree is conferred. The University diploma will be mailed approximately three months after the date on which the degree was officially conferred by the Board of Trustees.

The University holds its annual commencement exercises in Fort Lauderdale, Florida. The main office for the program should be contacted for the location, date, and time of the ceremonies.

## TIME LIMIT FOR COMPLETION OF PROGRAM

All students are required to complete their graduate program within the established time limit for their respective cohort specialization, unless they have been granted a one-time extension or a one-time withdrawal from the program.

## INCOMPLETE COURSE WORK

Each student is expected to complete all assignments and course work according to the due dates and schedules established by the course instructor.

If the student is faced with some work-related or personal problem that precludes the timely completion of course requirements, a request for an **incomplete** may be submitted to the program office. **Please note: The "I" incomplete approval will be contingent on the fact that the student has demonstrated that he/she has completed a significant portion of the course work. If the student has neither produced nor submitted any work to the instructor prior to the incomplete deadline, then the student is not eligible to receive approval for the incomplete.** Upon approval, this **incomplete** will provide the student with additional time to complete all



outstanding course work. The procedures for the incomplete are the following:

1. An "Incomplete Request Form" will be provided at the beginning of each module.
2. When the student finds it necessary to request an **incomplete**, he or she must first discuss it with the instructor and obtain approval.
3. After receiving the instructor's approval, the student then fills out the "Incomplete Request Form" and mails it to the program office.
4. The request for an **incomplete** is to be made at least **one month prior to the ending date of the module**.
5. Upon approval, the student has four months to complete all work. At the end of the four-month period, if all work is not completed, a grade of **F** will be given for the courses in the module that have not been completed.

6. If the request for an **incomplete** is not made one month prior to the module ending date, a final grade will be given based on the amount of work completed at that time.

Please note that it is the student's responsibility to request the incomplete and mail the "Incomplete Request Form."

## EXTENSION POLICY

Students are required to complete all course and program requirements on or before the cohort ending date in order to graduate within the 26-month program time period. However, a student faced with some major personal or job-related problem that prevents him or her from completing all requirements by the cohort ending date has the option of requesting a nine-month program **extension**.

The procedures for the program **extension** are as follows:

1. The student is to make the request in writing at **least 30 days prior to the cohort ending date**. The letter should include the main reasons for the request and a proposed timeline and schedule for completing the unfinished program requirements.
2. Upon receipt of the letter by the program office, the request will be evaluated and the decision will be forwarded within two weeks to 30 days.
3. If the request is approved, the student is to forward the extension fee to the program office.
4. Assuming approval, the student will have nine months to complete all outstanding program requirements.

**Note: This is a one-time nine-month extension.**



## THE PRACTICUM PROCESS REGISTRATION FOR PRACTICUM

Registration materials for the Practicum Proposal course and the Practicum Report course will be sent automatically to each cohort member prior to the 18th month of studies.

## INCOMPLETE PRACTICUM PROPOSAL COURSE WORK

Each student is expected to complete an acceptable practicum proposal according to the due date noted for their cohort. If the student is faced with a work-related or personal problem that precludes timely completion of the proposal, or the student is unable to complete an acceptable proposal within the timeframe of the course, a request for an **incomplete** can be submitted to the program office. **Please note: The "I" incomplete approval will be contingent on the fact that the student has demonstrated that he/she has completed a significant portion of the course work. If the student has neither produced nor submitted any work to the instructor prior to the incomplete deadline, then the student is not eligible to receive approval for the incomplete.** The student must follow the procedures indicated in the "Incomplete Course Work" section of this catalog in order to obtain approval from the program office.

Upon approval, a student will have **two months** to complete all proposal work. **The policy of allowing a two-month period for completion of the proposal differs from the policies governing an incomplete in other course work.** At the end of the two months, if the course material has not been completed satisfactorily, an **F** will be given for the course.

## EXTENSION POLICY FOR THE PRACTICUM REPORT COURSE

Students are required to complete all practicum course requirements on or before the cohort ending date. Students may request a nine-month extension to complete their practicum work. The procedures students must follow to obtain an extension are delineated in the "Extension Policy" section of this catalog.

**Note: All Applied Addiction Studies students are required to complete a second practicum that involves a seminar and approximately 300 hours of supervised direct practice.**

## TEMPORARY WITHDRAWAL

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the program dean. Students who officially withdraw may petition the dean if they wish to re-enter the program, picking up their course of study at the point following the last module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that are in effect at the time of readmission.

## REGISTRATION

Registration materials for each module will be sent automatically to each cohort member.



## STUDENT COSTS

In calculating your cost, note that 40 credit hours are required for all specializations except the Applied Addiction Studies specialization, for which 53 credit hours are required.

**All tuition and fees are due on the scheduled due dates.**

**Please note that tuition and fees are subject to change without notice.**

**A late fee of \$30 will be charged for payment received after the due dates.**

**A fee of \$65 must accompany the degree application at the conclusion of the course of study.**

**A fee of \$50 will be charged for reinstatement after withdrawal from the program. A fee of \$950 will be charged for a one-time, nine-month extension beyond the cohort ending date.**

## INDIVIDUAL PROFESSIONAL LIABILITY INSURANCE FOR APPLIED ADDICTION STUDIES

Students in the Applied Addiction Studies specialization must have professional liability insurance coverage for the duration of their enrollment in the Master's Program. The Applied Addiction Studies curriculum requires students to participate in varied direct service, clinical experiences both during their two practicums and

## TUITION BREAKDOWN

**Application Fee = \$40 (non-refundable) and payable with all new student applications**

**Cost per credit hour = \$240.00**

**Six-Credit Module = \$1,440.00**

**Nine-Credit Module = \$2,160.00**

**Twelve-Credit Module = \$2,880.00 (Applicable only to the Applied Addiction Studies specialization)**

**Summer Instruction on campus materials fee = \$100.00**

**Seven-Credit Practicum Module = \$1,680.00 (Two seven-credit Practicum Modules for Applied Addiction Studies specialization only = \$3,360.00)**

**Proposal course (3 credits) = \$720.00**

**Report course (4 credits) = \$960.00**

**\*TOTAL PROGRAM COST = \$9,700.00 (\$12,820.00 for Applied Addiction Studies specialization only)**

**\*This total includes the summer instruction on campus materials fee of \$100.00, but does not include the \$40 application fee or the \$65 degree application fee.**

other course work. Liability insurance is necessary in light of the nature of the varied experiential and field work that students must engage in throughout their studies.

All students must provide evidence of professional liability insurance coverage on an annual basis. Their professional liability insurance policy must name Nova Southeastern University as an insured, in its capacity as the academic institution which the student attends. The policy must

also indicate that coverage for professional liability annually for a minimum of one million dollars per occurrence with a three million dollar aggregate.

The Program Office will provide students with information about obtaining individual professional liability insurance. One of the providers available to students for such insurance is the National Association of Alcoholism and Drug Abuse Counselors (NAADAC).

## TUITION REFUND POLICY

Students are entitled to a full refund of tuition (excluding registration/application fees of \$100 or less) if the registration agreement is cancelled by the student within 10 days of signing the registration agreement or when the payment is required, if these events are before the first class session. After the first class session there will be no refund of the registration/application fees and a prorata refund of the tuition.

In addition, students will receive a full refund of tuition payments and registration/application fees paid: 1. if they do not meet minimum admissions requirements; 2. for a cancelled course, seminar, workshop, or a cluster that does not begin; 3. involuntary call to active military duty; 4. documented death of the student or member of his or her immediate family (parent, spouse, child, sibling); 5. severe illness of the student (as approved by the institution and confirmed in writing by a physician) that completion of the term is precluded; or 6. exceptional circumstances approved by the president or designee.

After the first day of instruction, students who inform the program dean of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70% of a course, term, semester, study area, seminar, workshop, cycle, or summer institute, a withdrawing student will receive a prorated refund for the percentage of time not attended (the minimum refund would be 40%). Thereafter, no refund is available.

Refunds will be made within 30 days (10 days as required by the state of Wisconsin) after the effective date of withdrawal.

Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms whether or not an initial payment has been submitted.

Example #1: Student attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was \$1,100.

Based on no. of classes

$9 - 3 = 6$  classes not attended

$6 \div 9 = 67\%$  of the term not completed

$67\% \times \$1,100 = \$737.00$  refunded

Based on clock hours

$45 - 15 = 30$  hours not received

$30 \div 45 = 67\%$  clock hours not completed

$67\% \times \$1,100 = \$737.00$  refunded

Example #2: Student attended 5 weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was \$1,675.

Based on no. of classes

$13 - 5 = 8$  weeks not attended

$8 \div 13 = 62\%$  not completed

$62\% \times \$1,675 = \$1,038.50$  refunded

Based on clock hours

$45 - 17 = 28$  hours not received

$28 \div 45 = 62\%$  clock hours not completed

$62\% \times \$1,675 = \$1,038.50$  refunded

Note: This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

## PROBATION POLICY

All students must successfully complete their first module of courses with a minimum of 3.0 (B) grade point average. A student with less than a 3.0 will be put on probation for the duration of the second module. If the student's grade point average is less than a 3.0 at the completion of the second module, the student will be recommended for program termination.

## STUDENT TERMINATION POLICY

The program reserves the right to terminate any student, at any time, if he or she has failed to maintain a grade point average of 3.0 or above, and/or failed to complete any of the program requirements within the established time limits, and/or in the judgement of the program faculty, the student has demonstrated an inability to successfully meet the academic standards established by the program or has violated policies of the program, Center, or University. Those students who have been terminated from the program due to unsatisfactory academic performance must write a letter to the program dean requesting to be reinstated. The Academic Progress Committee will review and evaluate the request and make a recommendation to the program dean.



# CHILD AND YOUTH CARE



# THE SPECIALIZATION FOR CHILD AND YOUTH CARE ADMINISTRATORS

## OVERVIEW

The specialization for child and youth care administrators is a field-based degree program designed specifically for managers, administrators, and directors of programs for children and youth. This degree specialization is offered in a guided study format at a distance. Students receive specially prepared course materials that enable them to do readings and assignments related directly to managerial tasks within their job settings. During the period of the program, students attend one summer instruction on campus. Summer instruction on campus enables students to interact directly with Nova Southeastern faculty, fellow students, and recognized experts in the field of child and youth care. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

## ADMISSION REQUIREMENTS

Because the specialization for Child and Youth Care Administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course assignments.

Admission requirements for administrators of residential treatment, group care, and community-based programs for children and youth are the following:

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university with a minimum of a 2.5 grade point average
2. Two years of full-time experience as a youth or child care worker in a residential, group care, or community-based setting
3. Administrative or supervisory responsibility in a youth or child care setting
4. Evidence of ability for successful independent study at the graduate level

## SEQUENCE

**Specialization:** For Administration of Residential Treatment, Group Care, and Community-Based Programs for Children and Youth

- Foundations for Therapeutic Programs for Children and Youth (9 credits)
- Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (9 credits)
- The Administration of Programs for Children and Youth (9 credits)

- The Profession and Public Policy in Child and Youth Care (6 credits)
- The Practicum (7 credits)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

## MODULE DESCRIPTIONS

### CHILD AND YOUTH CARE ADMINISTRATION SPECIALIZATION

#### MODULE I Foundations for Therapeutic Programs for Children and Youth (3 courses, 9 credits)

This module provides an overview of theory, approaches, and practice in the design and delivery of supportive and therapeutic programs for children and youth. The focus is on the design and delivery of a total, integrated program.

#### Courses

**THER 501 Developmental Foundations for Child and Youth Care Practice** This course reviews the various theories of human development that form the foundations for therapeutic programs for children and youth.



**THER 502 Theories and Strategies for Behavior Change in Programs for Children and Youth**

This course provides an overview of behavior change concepts and intervention strategies used in residential treatment, group care, and community-based programs for children and youth.

**THER 503 The Design and Management of Therapeutic Environments for Children and Youth** This course examines the various design elements and program issues that have a qualitative impact on the management of therapeutic programs for children and youth.

**MODULE II Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (3 courses, 9 credits)**

This module provides basic background in financial aspects, program evaluation, and legal issues related to the management of programs for children and youth.

**Courses**

**MGTR 505 Program Evaluation for Child and Youth Care Administrators** This course provides an overview of techniques and methods used to assess the quality and effectiveness of residential, group care, and community-based programs for children and youth.

**MGTR 525 Legal Aspects of the Management of Programs for Children and Youth** This course examines many of the legal elements involved in the daily management of programs for children and youth. Personnel law, licensing, child abuse, and liability are among the topics addressed.

**MGTR 545 Financial Aspects of the Management of Programs for Children and Youth** This course covers the basic components of financial management in programs for children and youth. The budget process, fiscal management, and policy determination will be covered.

**MODULE III The Administration of Programs for Children and Youth (3 courses, 9 credits)**

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program development in addition to leadership and supervisory skills.

**Courses**

**ADMR 500 The Development and Acquisition of Resources for Child and Youth Care Programs** This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for child and youth care programs.

**ADMR 520 The Elements and Styles of Leadership for Child and Youth Care Administrators** This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

**ADMR 550 Supervision Methods and Approaches for Child and Youth Care Administrators** This course provides a survey of specific approaches and aspects for the supervision of staff in programs for children and youth.



#### **MODULE IV The Profession and Public Policy in Child and Youth Care (2 courses, 6 credits)**

This module is an introduction to child and youth care policy and child advocacy. An overview of the history of child and youth care is provided. Specific skills and techniques in child advocacy are presented.

Lectures and presentations for this module are provided during summer instruction on campus in Fort Lauderdale, Florida.

##### **Courses**

#### **POLR 510 The Profession for Child and Youth Care**

**Administrators** This course reviews historical highlights and contemporary issues in the child and youth field.

#### **POLR 565 Public Policy and the Child and Youth Care Field for**

**Program Administrators** This course examines the process and dynamics involved in the development of public policy as it relates to programs for children and youth.

#### **PRACTICUM REQUIREMENTS**

##### **PRAR 689 The Practicum**

**Proposal (3 credits)** The practicum is a job-related, problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting.

During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

##### **PRAR 691 The Practicum Report**

**(4 credits)** This course follows from the work completed during PRAR 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAR 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

#### **SUMMER INSTRUCTION ON**

**CAMPUS:** In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. During the summer instruction on campus, the student completes the following courses: POLR 510 and POLR 565.

**CEDR 6501 Continuing Education (no credit)**

# EARLY CHILDHOOD EDUCATION



# THE SPECIALIZATION FOR EARLY CHILDHOOD EDUCATION ADMINISTRATORS

## OVERVIEW

The specialization for Early Childhood Education Administrators is a field-based degree program designed specifically for managers, directors, and administrators of early childhood, preschool, and early childhood education programs. This degree program is offered in a guided study format at a distance. Students receive specially prepared course materials related directly to managerial tasks within their job settings. During the period of the program, students attend one summer instruction on campus. Summer instruction on campus enables students to interact directly with Nova Southeastern faculty, fellow students, and recognized experts in the field of early childhood education. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

## ADMISSION REQUIREMENTS

Because the specialization for Early Childhood Education Administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course assignments.

Admission requirements for administrators of programs for young children are the following:

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university with a minimum of a 2.5 grade point average
2. Administrative or supervisory responsibility in a program for young children
3. Evidence of ability for successful independent study at the graduate level

## SEQUENCE

**Specialization:** For Administration of Early Childhood, Preschool, and Early Education Programs

- Foundations of Early Childhood Development (9 credits)
- Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (9 credits)
- The Administration of Programs for Young Children (9 credits)
- The Profession and Public Policy in Early Childhood Education (6 credits)
- The Practicum (7 credits)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

## MODULE DESCRIPTIONS

### EARLY CHILDHOOD EDUCATION ADMINISTRATION SPECIALIZATION

#### MODULE I Foundations of Early Childhood Development (3 courses, 9 credits)

This module covers theories and approaches in child development and their application to the design of programs for young children. The emphasis of the module is on program selection, development, and implementation.

#### Courses

**DEVE 511 Developmental Foundations for Early Childhood** This course reviews the theories of early childhood development that form the foundation for educational programs for young children.

**DEVE 512 Approaches to Individualized Instruction in Early Childhood Education** This course explores early childhood program models along with various in-depth studies of curriculum, including self-concept development, social studies activities, and mathematics experiences.

**DEVE 513 Curriculum Design** This course studies the design and implementation of formal and informal curriculum models in early childhood education programs.



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**MODULE II Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (3 courses, 9 credits)**

This module provides basic background in financial aspects, program evaluation, and legal issues related to the management of programs for young children.

**Courses**

**MGTE 505 Program Evaluation for Early Childhood**

**Administrators** This course provides an overview of techniques and methods used to assess the quality and effectiveness of early childhood programs.

**MGTE 525 Legal Aspects of the Management of Early Childhood Programs** This course examines many of the legal elements involved in the daily management of programs for young children. Personnel law, licensing, child abuse, and liability are among the topics addressed.

**MGTE 545 Financial Aspects of the Management of Programs for Young Children** This course covers the basic components of financial management in programs for young children. The budget process, fiscal management, and policy determination will be covered.

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**MODULE III The Administration of Programs for Young Children (3 courses, 9 credits)**

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program planning, grantsmanship, and program development in addition to leadership and supervisory skills.

**Courses**

**ADME 500 The Development and Acquisition of Resources for Early Childhood Programs** This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for early childhood programs.

**ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators** This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

**ADME 550 Supervision Methods and Approaches for Early Childhood Administrators** This course provides a survey of specific approaches and aspects of the supervision of staff in early childhood programs.

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**MODULE IV The Profession and Public Policy in Early Childhood Education (2 courses, 6 credits)**

This module is an introduction to child care policy and child advocacy. An overview of the history of the profession of early childhood education is provided. Specific skills and techniques in child advocacy are presented.

Lectures and presentations for this module are provided during summer instruction on campus in Fort Lauderdale, Florida.

## Courses

### POLE 510 The Profession for Early Childhood Education Administrators

This course reviews historical highlights and contemporary issues in the field of early childhood education.

### POLE 565 Public Policy and The Field for Early Childhood Education Administrators

This course examines the process and dynamics involved in the development of public policy as it relates to programs for young children.

## PRACTICUM REQUIREMENTS

### PRAE 689 The Practicum Proposal (3 credits)

The practicum is a job-related, problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting.

During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

### PRAE 691 The Practicum Report (4 credits)

This course follows from the work completed during PRAE 689, the Practicum Proposal course. During this course, the student

implements the problem-solving project proposed in PRAE 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

## SUMMER INSTRUCTION ON CAMPUS:

In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. During the summer instruction on campus, the student completes the following courses: POLE 510 and POLE 565.

### CEDE 6501 Continuing Education (no credit)



# ELDER CARE





# THE SPECIALIZATION FOR ELDER CARE ADMINISTRATORS

## OVERVIEW

The specialization for Elder Care Administrators is a field-based degree program designed specifically for managers, directors, and administrators of elder care programs. This degree program is offered in a guided study format at a distance. It emphasizes the practical application of knowledge in elder care and prepares the student for leadership positions in the elder care field. Students will receive the information needed to manage and administer agencies, organizations, and facilities that serve the elderly population. During the period of the program, students attend one summer instruction on campus. Summer instruction on campus enables students to interact directly with Nova Southeastern faculty, fellow students, and recognized experts in the field of elder care. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

## ADMISSION REQUIREMENTS

Because the specialization for Elder Care Administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course requirements.

Admission requirements for administrators of elder care programs are the following:

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university with a minimum of a 2.5 grade point average
2. Two years of full-time experience as an elder care worker
3. Administrative or supervisory responsibility in a program for the elderly
4. Evidence of ability for successful independent study at the graduate level

## SEQUENCE

**Specialization:** For Administration of Elder Care Programs

- Foundations for Programs in Elder Care (9 credits)
- Management of Elder Care Programs: Legal and Financial Aspects and Program Evaluation (9 credits)
- The Administration of Programs for the Elderly (9 credits)
- The Profession and Public Policy in Elder Care (6 credits)
- The Practicum (7 credits)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

## MODULE DESCRIPTIONS

### ELDER CARE ADMINISTRATION SPECIALIZATION

#### MODULE I Foundations for Programs in Elder Care (3 courses, 9 credits)

This module provides an overview of theory, approaches, and practices in the field of aging. Special attention is given to issues related to changing roles, caregiving, and relationships. Identification of therapeutic models and intervention strategies are presented.

#### Courses

**FNDL 501 Overview of Aging: Working with the Elderly** This course reviews the various theories of aging that form the foundations for medical and social intervention. It examines processes and structures in families with aged persons, and identifies effective therapeutic models and preventive strategies. Analysis of the factors that promote wellness is explored.

**FNDL 502 Biological, Sociological, Psychological, and Cultural Aspects of Aging** This course provides an overview of biological, psychological, social, and cultural factors that play a role in/or contribute to the aging process. An analysis of the impact of aging upon the individual and society is explored, including an exploration of changes in roles and status, intergenerational relationships, and sociocultural differences. A review

of the biological theories of aging, with emphasis on the nutritional, exercise, and safety aspects, is included.

#### **FNDL 503 The Aging Network:**

##### **Programs and Services for the**

**Elderly** This course examines community resources for the elderly at the local, state, and national levels. It explores evaluation and assessment tools used by different agencies and assesses intervention strategies with older adults and their families, including therapeutic approaches and several models of treatment in settings within and outside the community. The course introduces the concept of "aging in place."

### **MODULE II Management of Elder Care Programs: Legal and Financial Aspects and Program Evaluation**

**(3 courses, 9 credits)**

This module provides a basic background in the practical application of knowledge to the management of agencies, organizations, and facilities that serve the elderly. Special attention is given to financial aspects, program evaluation, and legal issues related to program management.

#### **Courses**

**MGTL 505 Program Evaluation for Elder Care Administrators** This course explores the principles and procedures for assessing needs, collecting resources, and implementing programs for older adults. The emphasis is on identifying the relationship between evaluation and management functions, with a focus on maintaining and expanding the funding base.

**MGTL 525 Legal Aspects of the Management of Programs for the Elderly** This course examines many of the legal elements involved in the daily management of programs for the elderly, including licensing, elder abuse, living wills, liability, competency, and guardianship.

#### **MGTL 545 Financial Aspects of the**

##### **Management of Programs for the**

**Elderly** This course deals with the fundamental principles of the tools of financial management and budget preparation in the public and nonprofit sectors. Selected topics include revenue and expenditure policies, fiscal planning and budgeting, fiscal control measurement, contract negotiations, and Medicaid waiver reimbursement issues.

### **MODULE III The Administration of Programs for the Elderly**

**(3 courses, 9 credits)**

This module provides practical application of theories and techniques to the administration of community service programs for the elderly, with a focus on the elderly services network. In addition, this module explores the relationship of administration to public opinion and special interest groups and their impact on program funding for the elderly.

#### **Courses**

**ADML 500 The Development and Acquisition of Resources for Elder Care Programs** This course presents the development and refinement of skills in grant writing and grant maintenance. Rationale and mechanics involved in setting up several funding sources will be explored. Acquisition of financial and nonfinancial resources is presented.



**ADML 520 The Elements and Styles of Leadership for Elder Care Administrators** This course reviews the various components of leadership and management philosophy, approaches, and styles. The role and responsibilities for the administration of adult day care centers, area agencies on aging, and senior centers are also examined.

**ADML 550 Supervision Methods and Approaches for Elder Care Administrators** This course applies the theories and techniques of supervision to staff and volunteers. Critical issues in supervision such as staff motivation, in-service training, evaluation of personnel, and quality of output are presented.

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**MODULE IV The Profession and Public Policy in Elder Care (2 courses, 6 credits)**

This module is an introduction to elder care policies and advocacy. Special attention is given to the role of case managers and ethical issues confronting the profession.

Lectures and presentations for this module are provided during summer instruction on campus in Fort Lauderdale, Florida.

**Courses**

**POLL 510 The Profession for Elder Care Administrators** This course presents an overview of case management as a profession. Special attention is given to ethical issues confronting the case manager. The course reviews contemporary case management formats and analyzes the case manager's future status in terms of occupation and as a sociopolitical force and human service provider.

**POLL 565 Public Policy and the Elder Care Field for Program Administrators** This course presents an analysis of policy issues affecting the older adult; a review of major legislation and programs; an overview of policy trends; and the changing roles of local, state, and federal agencies. It explores the relationship of public policies to public opinion and special interest groups and their impact on program funding for the elderly.

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**PRACTICUM REQUIREMENTS**

**PRAL 689 The Practicum Proposal (3 credits)** The practicum is a job-related, problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

**PRAL 691 The Practicum Report (4 credits)** This course follows from the work completed during PRAL 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAL 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

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**SUMMER INSTRUCTION ON CAMPUS:** In order to fulfill the program's requirements for the degree, all students must attend one summer instruction on campus during their first year in the program. During the summer instruction on campus, the student completes the following courses: POLL 510 and POLL 565.

**CEDL 6501 Continuing Education (no credit)**



# FAMILY SUPPORT STUDIES



# THE SPECIALIZATION IN FAMILY SUPPORT STUDIES

## OVERVIEW

This specialization in Family Support Studies is a field-based degree program designed specifically for practitioners interested in developing expertise in family support and education. The curriculum is designed for practitioners who provide direct service, are involved in family liaison or advocacy work, or assume leadership and administrative responsibilities.

The program is built on the premise that the members of all families are interdependent, and that the interests of the child are best served by an optimally functioning family. When a family is unable to care for a child and that child is removed from the home, a plan that provides substitute care and strives to achieve family reunification when feasible and possible is needed. Consistent with these premises, the course work is designed to give the practitioner perspective and proficiency to serve as a catalyst for assessing and mobilizing family strengths, as well as play a leadership role in such efforts.

This degree program is offered in a guided study format at a distance. Students receive specially prepared course materials related directly to the tasks in their job settings. During the period of the program, students attend one summer instruction on campus. Summer instruction on campus enables students to interact with Nova Southeastern faculty, fellow students, and recognized experts in the field of family-focused and family-based service. Students also

conduct practicums, problem-solving projects in which they design and implement solutions to service delivery, management, or program effectiveness problems within their work.

## ADMISSION REQUIREMENTS

Because the specialization in Family Support Studies is designed to meet the needs of working professionals, admission is open only to those persons who work in an environment in which they can pursue the course requirements and assignments.

Admission requirements are the following:

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university with a minimum of a 2.5 grade point average
2. A current full-time position in a program for children and their families
3. Evidence of ability for successful independent study at the graduate level

## SEQUENCE

**Specialization:** For Practitioners Interested in Early Intervention, Parental Support, and Education

- Human Growth and Development: A Transactional Perspective (9 credits)
- Family Systems (9 credits)
- Leadership and Family Support Services (9 credits)
- The Profession and Public Policy in Family Support Services (6 credits)
- The Practicum (7 credits)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.



## MODULE DESCRIPTIONS

### FAMILY SUPPORT SPECIALIZATION

#### **MODULE I Human Growth and Development: A Transactional Perspective**

**(3 courses, 9 credits)**

This module provides the student with a broad look at human development through the life cycle. The major element that binds the courses together is attention to the impact of human development on the family.

#### **Courses**

##### **DEVF 571 Adult Development**

This course provides an overview of the major stages and developmental processes in adulthood with particular focus on parenthood.

##### **DEVF 572 Growth and Development of the Young Child**

This course focuses on developmental changes in the infancy and preschool period and describes ways in which stage-related changes affect parent/child interactions.

##### **DEVF 573 Middle Childhood and Adolescence**

This course describes ways in which growth and development in the transitional years affect and are affected by the family, the peer group, and an expanding number of significant others.

#### **MODULE II Family Systems**

**(3 courses, 9 credits)**

This module focuses on the role of the family support practitioner as a catalyst for strengthening families.

#### **Courses**

##### **SYSF 575 Family Systems**

This course provides a framework for understanding the dynamics of traditional, nontraditional, and culturally diverse families.

##### **SYSF 576 Program Models**

This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.

##### **SYSF 577 Parent Support and Education**

This course examines the acquisition of knowledge and technical skills for practitioners working with families.

#### **MODULE III Leadership and Family Support Services**

**(3 courses, 9 credits)**

This module focuses on the role of the family support practitioner as leader and change agent with an emphasis on action and leadership as professional responsibilities.

#### **Courses**

##### **LEDF 580 Assessment and Evaluation of Family Support Programs**

This course identifies dimensions of differences in families and family support systems and describes formative and summative evaluation systems that tap these dimensions.

##### **LEDF 581 Administration and Organizational Leadership**

This course examines aspects of leadership philosophy and style, management techniques, and program development.

##### **LEDF 582 Supervision of Family Support Programs**

This course provides an orientation to a range of supervision issues, including staff motivation, in-service training, and evaluation of personnel.

#### **MODULE IV The Profession and Public Policy in Family Support Services**

**(2 courses, 6 credits)**

This module is an introduction to family policy and advocacy. An overview of the history of family support programs and policies and the profession is provided. Specific skills and techniques in family advocacy are covered.

Lectures and presentations for this module are provided during summer instruction on campus in Fort Lauderdale, Florida.

#### **Courses**

**POLF 585 The Profession in the Field of Family Support** This course provides a historical review of the field of family support and sociopolitical analysis of its status as an occupation and a human service.

**POLF 586 Public Policy in the Field Of Family Support** This course examines the policy-making process as it relates to children and families. It reviews current agencies and organizations involved in developing and implementing child and family policy programs. Principles of advocacy are covered.

#### **PRACTICUM REQUIREMENTS**

**PRAF 689 The Practicum Proposal (3 credits)** The practicum is a job-related, problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

**PRAF 691 The Practicum Report (4 credits)** This course follows from the work completed during PRAF 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAF 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

**SUMMER INSTRUCTION ON CAMPUS:** In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. During the summer instruction on campus, the student completes the following courses: POLF 585 and POLF 586.

**CEDF 6501 Continuing Education (no credit)**



# APPLIED ADDICTION STUDIES



# THE SPECIALIZATION IN APPLIED ADDICTION STUDIES

## OVERVIEW

The specialization in Applied Addiction Studies is a field-based degree program designed specifically for addiction prevention and treatment practitioners and/or managers who work full-time in the field.

This degree program is offered in a guided study format at a distance. Students receive specially prepared course materials that enable them to do readings and assignments related directly to tasks within their job settings. During the period of the program, students attend one summer instruction on campus. Summer instruction on campus enables students to interact directly with Nova Southeastern University faculty, fellow students, and recognized experts in the field of addiction. Students also complete two practicums. The first practicum involves a seminar and approximately 300 hours of supervised direct practice. The second

practicum involves problem-solving projects in which the students design and implement solutions to service delivery, management or program effectiveness problems within their work settings.

## ADMISSION REQUIREMENTS

Because the specialization in Applied Addiction Studies is designed to meet the needs of working professionals, admission is open only to those persons who work in an environment in which they can pursue the course requirements and assignments.

Admission requirements are the following:

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university with a minimum of a 2.5 grade point average.

2. Two years of full-time experience in the field of addiction prevention or treatment.
3. A job working full time in the field of addiction prevention or treatment.
4. Demonstrated evidence of ability for successful independent study at the graduate level.

## INDIVIDUAL PROFESSIONAL LIABILITY INSURANCE FOR APPLIED ADDICTION STUDIES

Students in the Applied Addiction Studies specialization must have professional liability insurance coverage for the duration of their enrollment in the Master's Program. The Applied Addiction Studies curriculum requires students to participate in varied direct





service, clinical experiences both during their two practicums and other course work. Liability insurance is necessary in light of the nature of the varied experiential exercises and field work that students must engage in throughout their studies.

All students must provide evidence of professional liability insurance coverage on an annual basis. Their professional liability insurance policy must name Nova Southeastern University as an insured, in its capacity as the academic institution which the student attends. The policy must also indicate that coverage for professional liability annually for a minimum of one million dollars per occurrence with a three million dollar aggregate.

The Program Office will provide students with information about obtaining individual professional liability insurance. One of the providers available to students for such insurance is the National Association of Alcoholism and Drug Abuse Counselors (NAADAC).

## SEQUENCE

**Specialization:** For Addiction Prevention and Treatment Practitioners

- Approaches in Rehabilitation and Prevention (9 credits)
- Substance Abuse Counseling (12 credits)
- Professional Development for Substance Abuse Counselors (9 credits)
- Program Management in Addiction Services (9 credits)
- Practicums (14 credits)
  - Applied Practicum I
  - Applied Practicum II

## MODULE DESCRIPTIONS

### APPLIED ADDICTION STUDIES SPECIALIZATION

#### MODULE I Approaches in Rehabilitation and Prevention (3 courses, 9 credits)

This module provides a comprehensive examination of three primary elements necessary for the substance abuse professional to understand: psychopharmacology, treatment, and prevention. Special attention is given to pharmacology, use of the DSM-4, and of appropriate assessment tools, intervention, and prevention approaches based on life span human development theory.

#### Courses

**APRA 501 Psychopharmacology of Licit and Illicit Drugs** This course will review the physical and psychodynamic effects of legal and illegal drugs. Mental disorders, symptomology, assessment measures for addicts, and dual diagnosis, along with a thorough examination of the DSM-4.

**APRA 502 Intervention, Assessment, and Rehabilitative Strategies in Substance Abuse** This is an examination of various assessment and diagnostic tools for evaluation and treatment of substance abuse. Strategies will include crisis intervention and suicide prevention. Employee assistance programs as an intervention and assessment tool will be explored. A critical review of various rehabilitation settings, such as in-patient and out-patient brief intensive therapy, and support groups.



**APRA 503 Human Development Theories in Prevention**

**Programming** This course will examine the various theories of drug prevention as they relate to the developmental life cycle. It will examine the research on risk, protective factors, and resilience. Special emphasis will be placed on developmentally appropriate prevention interventions across the life cycle. The course will also include a thorough review of the history of the prevention movement.

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**MODULE II Substance Abuse Counseling  
(4 courses, 12 credits)**

This module provides practical application of theories and techniques of both group work and Family Systems. It emphasizes "hands on" practice of these two essential skills needed by the counselor. It also includes individual counseling approaches and clinical supervision. Please note that lectures and presentations for the following two courses are provided during the summer instruction on campus in Fort Lauderdale, Florida: Group Theory and Practice; Family Systems in Substance Abuse Counseling.

**Courses**

**SACA 504 Group Theory and Practice** Theory, research, and practice of group dynamics will be critically studied. Emphasis will be on setting, structure and function, member selection, and leadership styles for groups related to addictions, rehabilitation, mental health, and combined disorders. Participation in group process will be a requirement for this course.

**SACA 505 Issues in Clinical Supervision** This course will discuss the rationales for establishing treatment plans and their various components. The need to establish proper networks of health care providers, I and R systems, and assisting professionals in establishing treatment plans will be examined. Timely review, modification, and supervision of the professional therapist, as well as professional consultation/supervision techniques will be emphasized.

**SACA 506 Individual Counseling and Personality Theory** This course will examine current major psychotherapies. Focus will be on the utilization of the self in the helping relationship. The role of personality theories in the rehabilitative process will be stressed. Audio and video role-play sessions will be utilized in this course.

**SACA 507 Family Systems in Substance Abuse Counseling** This course will examine the various approaches to family counseling and family systems theory. A focus of the course will be the application of addictive disorders to these structural models to gain a better understanding of family attempts to maintain homeostasis, as well as learning effective intervention strategies.

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**MODULE III Professional Development for Substance Abuse Counselors  
(3 courses, 9 credits)**

This module is designed to reflect the rapidly changing field of addictions counseling. Emphasis is placed on relationships among personal and professional ethical codes and law. This module helps the addiction professional to

understand more fully multi-cultural issues and responses to addiction. It also allows the student to choose from a wide selection of elective courses to "custom design" this program better to fit the students' personal and professional needs.

**Courses**

**DEVA 508 Foundations and Ethics for Substance Abuse Counselors** This course reviews state licensure and certification requirements for the professional counselor with a focus on addictions certification. Pertinent statutes will be examined in detail. Ethical, legal, and professional standards of the counseling professional will be emphasized.

**DEVA 509 Multi-Cultural Issues in Treatment and Prevention** **Programming** This course will focus on the rehabilitation process as it relates to special populations including women, African-Americans, Hispanics, the elderly, and the disabled. Cultural responses and supports for the recovery process will be covered.

**Elective Courses - (Select one course from the list of electives)**

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**MODULE IV Program Management in Addiction Services (3 courses, 9 credits)**

This module provides an overview of issues in the management of addiction services. It includes public policy and legal issues in drug treatment and prevention. It also includes a specific examination of research and standard budget processes and fiscal management procedures, and managed care as key components of program management.

## Courses

**MGTA 510 Public Policy and Legal Aspects in Prevention, Rehabilitation, and Addiction Counseling** This course will examine the public policy prevention strategies, treatment philosophies, and the legislative history of rehabilitation. Emphasis will be placed on federal legislation and social action and their impact on the historical, current, and future trends in the development of organizational models and the delivery of services in rehabilitative settings.

**MGTA 511 Evaluation and Research Methods in Addictions** Essential elements of developing research will be studied. Statistics, experimental design, and research evaluation will be reviewed. This course is designed to help the student recognize and develop quality research.

**MGTA 512 Management of Medical Treatment of Addiction** This course will highlight appropriate medical treatment of addiction as it relates to managed care. It will examine the various aspects of medical treatment for addictive disorders. It will include the evaluation of various treatments, highlight current developments in medications research, and cover standard budget processes and fiscal management procedures. This course will also examine current trends in managed care as they relate to drug and alcohol treatment. It will examine issues related to establishing provider networks.

## Elective Courses

**DEVE 511 (EC) Developmental Foundations for Early Childhood** This course will review the theories of early childhood development that form the foundation for educational programs for young children.

**DEVF 571 (F) Adult Development** This course will provide an overview of the major stages and developmental processes in adulthood with particular focus on parenthood.

**DEVF 572 (F) Growth and Development of the Young Child** This course will focus on developmental changes in the infancy and preschool period and will describe ways in which stage-related changes affect parent/child interactions.

**DEVF 573 (F) Middle Childhood and Adolescence** This course will describe ways in which growth and development in the transitional years will affect and be affected by the family, the peer group, and an expanding number of significant others.

**THER 501 (R) Developmental Foundations for Child and Youth Care Practice** This course will review the various theories of human development that form the foundations for therapeutic programs for children and youth.

**THER 502 (R) Theories and Strategies for Behavior Change in Programs for Children and Youth** This course will provide an overview of behavior change concepts and intervention strategies used in residential treatment, group care, and community-based programs for children and youth.



**THER 503 (R) The Design and Management of Therapeutic Environments for Children and Youth**

This course will examine the various design elements and program issues that have a qualitative impact on the management of therapeutic programs for children and youth.

**FNDL 501 (L) Overview of Aging: Working With the Elderly**

This course will review the various theories of aging that form the foundations for medical and social intervention. It will examine processes and structures in families with aged persons, as well as identify effective therapeutic models and preventive strategies. Analysis of the factors that promote wellness will be explored.

**FNDL 502 (L) Biological, Sociological, Psychological, and Cultural Aspects of Aging**

This course will provide an overview of biological, psychological, social, and cultural factors that play a role in or contribute to the aging process. An analysis of the impact of aging upon the individual and society will be explored, including an exploration of changes in roles and status, intergenerational relationships, and sociocultural differences. A review of the biological theories of aging, with emphasis on the nutritional, exercise, and safety aspects, will be included.

**ICJA 545 Issues in Criminal Justice for Substance Abuse Counselors**

This course will examine the various components of the criminal justice system including state and federal laws and regulations. The

range of institutions and programs involved in probation, parole, and incarceration, and alternative to incarceration for men and women, will be the focus. The history of legislation, detention and punishment, and rehabilitative service strategies as well as the interface between these systems will be studied.

**ISJA 546 Issues in Juvenile Justice for Substance Abuse Counselors**

This course will examine critical issues involved in work with addicted youth who have been identified as delinquents by the juvenile justice system. Various program models and approaches will be reviewed. Current counseling strategies and theories will be discussed.

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## PRACTICUM REQUIREMENTS

**PRAA 513 Applied Practicum I (7 credits)**

This practicum involves a seminar and approximately 300 hours of supervised direct practice with individuals, groups, and families in the student's work place. Reflective and analytical assignments examine practice experiences and the competencies developed. A portfolio will document these experiences. The student attends a workshop at the summer instruction on campus that describes the expectations and goals of this practicum. The student works closely with a practicum advisor as well as a supervisor based at the practicum site.

**PRAA 514 Applied Practicum II: Proposal (3 credits)**

This practicum is a job-related, problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During this course, the student develops and submits a proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal writing process. The student works closely with a faculty adviser who guides and assists in the proposal writing.

**PRAA 515 Applied Practicum II: Report (4 credits)**

This course follows from the work completed during PRAA 514, the Applied Practicum II: Proposal course. During this course, the student implements the problem-solving project proposed in PRAA 514, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

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**SUMMER INSTRUCTION ON CAMPUS:** In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. During the summer instruction on campus, the student completes the following courses: SACA 504 Group Theory and Practice; SACA 507 Family Systems in Substance Abuse Counseling.

# THE CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

**Purpose:** This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

## NOVA SOUTHEASTERN UNIVERSITY STATEMENT OF ACADEMIC RIGHTS AND RESPONSIBILITIES

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and



- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.



## A. ACADEMIC STANDARDS

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

## B. CONDUCT STANDARDS

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
  - a. Theft;
  - b. Vandalism;

- c. Disruptive behavior;
- d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
- e. Possession, transfer, sale, or use of illicit drugs;
- f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
- g. Violations of housing regulations;
- h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- i. Threats of or actual damage to property or physical harm to others;
- j. Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university); and
- k. Failure to pay tuition and fees in a timely manner.

- 2. Students must have authorization from the University to have access to University documents, data,

programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

## C. SUPPLEMENTARY STANDARDS

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

## D. VIOLATIONS

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.



## STUDENT CODE OF COMPUTER ETHICS

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined on-line or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern's Student Code of Computer Ethics, please consult the *Student Handbook* of the Master's Program in Life Span Care and Administration.

## DRUG-FREE SCHOOLS AND CAMPUSES

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on Nova Southeastern University owned or controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the program's *Student Handbook*.

## PRIVACY OF RECORDS

Nova Southeastern University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: (a) student's name, (b) dates of attendance, (c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

## RESERVATION OF POWER

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.



# POLICIES GOVERNING STUDENT RELATIONS

## GENERAL

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

## INSTITUTIONAL AND ACADEMIC INFORMATION

NSU and its composite academic units periodically publish bulletins or catalogs describing the University and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

## NOTICE OF NONDISCRIMINATION

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

## GRIEVANCES

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the *Student Handbook* of the Master's Program in Life Span Care and Administration.

## FINANCIAL AID

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 452-3380 or 800-522-3243.

### When to Apply for Financial Aid

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes 6 to 8 weeks and sometimes as many as 12 weeks. It is extremely important that students complete all forms correctly and that they respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year.

There is a priority deadline of April 1, 1996, for the 1996-97 academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1996-97 is June 30, 1997.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) System helps students access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or an application status can be checked (including loan disbursement information) simply by entering in your social security number and four digit PIN number (your birth month and year). The ATC is available 24 hours a day, 7 days a week, and file information is updated daily. The ATC may be accessed locally at (954) 452-3380 or toll free at 800-522-3243.

### General Eligibility Requirements

In order to participate in the financial aid programs, a student generally must:

1. Be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;
2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;
3. Be making satisfactory progress in his or her course of study;
4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and
6. Be registered with Selective Service if required to do so by federal law.

### INTERNATIONAL STUDENTS

International students who intend to reside in the United States and who are required to obtain an I-20 visa **must** be full-time, degree-seeking students and **must** attend the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 452-7240.

### VETERANS' BENEFITS

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 452-7241 or toll free 800-541-6682, Ext. 7241.



# LEARNING RESOURCES



## LIBRARY RESOURCES

The University library system has more than 500,000 volume equivalents.

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals in the humanities and sciences. Its more than 200,000 volume equivalents can be searched through the library's online catalog. Also, specialized indexes in CD-ROM format are available, as is dial-up access to the online catalog and to First Search.

The Einstein Library is equipped to perform online literature searches using DIALOG information databases. Reference librarians will assist students in structuring searches.

The library is a member of SEFLIN and FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grants and foundation

research. The library has an agreement with Wayne State University in Detroit for priority access to their vast collection of research materials.

Through the Distance Library Services Office (DLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in research services to remote student locations. Students may call the DLS to request materials 24 hours a day, using mail, fax, or home computer. To contact, DLS by phone, call 800-541-6682, Ext. 7388 or (954) 475-7388.

E-mail: [library@nsu.acast.nova.edu](mailto:library@nsu.acast.nova.edu)

The Health Professions Division Library is located on the first floor of the Library/Laboratory Building of the Health Professions in the Student Activities Building. It contains card and computerized catalogs of holdings, more than 11,000 book titles, 783 active journals, and more than 800 audio and video tapes. The library is a member of DOCLINE, which is the National Library of Medicine's online, interlibrary loan service, coordinating with medical libraries in the United States. Full membership in the Miami Health Sciences Library Consortium permits free exchange of materials among local medical libraries for all patrons. Membership in the Association of Visual Sciences Librarians includes a cooperative lending relationship, so patrons have free access to nearly all vision-related resources. Also, a Drug Information Center, based in the College of Pharmacy Building, is available for student use evenings and Saturdays.

The Law Library of the Shepard Broad Law Center, with a collection numbering more than 261,000 volumes and volume equivalents, contains the standard materials required for legal study and research. It is one of the few collections in the country designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

## CENTER FOR MEDIA AND TECHNOLOGY

Consisting of a TV studio equipped to video record in color, a well-equipped audio studio, and a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.



## STUDENT ACCESS TO TELECOMMUNICATIONS

Graduate programs at FCAE expect or require their field-based faculty, staff, and students to avail themselves of the University's electronic resources. NSU's UNIX system enables users to communicate with others in their program through electronic mail (e-mail), request university electronic library services, participate in electronic classroom course experiences (when scheduled), discuss issues in computer conferences, and access world-wide resources including; practitioners, bulletin boards, library catalogs, full-text material, databases, the Internet, and the World Wide Web.

To get online, students need an MS-DOS compatible or Macintosh\* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud \*\* or faster modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

To be assigned an account on the UNIX system, students need to complete a Request for UNIX Account form, which is available from their program office or located in the Application and Admission Packet section in the back of this catalog. After the form is processed by the user's program, The Fischler Center's Office of Technology will provide account information.

For information about the system's capabilities or answers to technical questions, call the FCAE Helpdesk at (954) 475-7216, or 800-986-3223, Ext. 7216 or call the NSU general communications Helpdesk at 800-541-6682, Ext. 7668. Your call will be transferred to the Helpdesk and handled by the staff member on duty.

\* Limited Macintosh Support is available from NSU.

\*\* Modems as slow as 2400 baud may be used.

## COMPUTING FACILITIES

The University's Computing Facility provides data processing services for meeting the instructional, research, and administrative needs of the University. The central site is located on campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented course work.

## TEXTBOOKS

The bookstore (Nova Books) is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students located throughout the United States and Canada can order their texts via telephone 800-509-2665 or (954) 476-4750 or fax (954) 476-4759.

E-mail: novabook@nsu.acast.nova.edu



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     Computer Science  
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     Applied Professional Studies  
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     Computer Information Systems  
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The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova Southeastern University will be considered receivable and will be collected.

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Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veteran's Training, Florida Department of Veteran's Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 452-7241.





## APPLICATION AND ADMISSION PACKET

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the Master's Program in Life Span Care and Administration, with specialities in the following:

- for Addiction Prevention and Treatment Practitioners
- for Child and Youth Care Administrators
- for Early Childhood Education Administrators
- for Elder Care Administrators
- for Family Support Practitioners

Included are:

- A graduate admissions application
- Three admissions recommendation forms
- Transcript request form
- Financial aid survey form
- UNIX Account Request Form



FISCHLER CENTER  
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## Graduate Admissions Application

**Applied Addiction Studies Specialization**  
**Child and Youth Care Administration Specialization**  
**Early Childhood Education Administration Specialization**  
**Elder Care Administration Specialization**  
**Family Support Studies Specialization**

To the applicant: We welcome your application. If at any point you are uncertain about the application process, you are encouraged to write or call the Program Office.

Please send this completed form and your \$40 check (application fee) payable to Nova Southeastern University.

**NOTE:** All application material must be mailed directly to: Program Dean  
Master's Program in Life Span Care and Administration  
Nova Southeastern University  
Fischler Center for the Advancement of Education  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796

Expected starting date \_\_\_\_\_  
Mo. \* Day Year

Soc. Sec.# \_\_\_\_\_ Sex: ( ) Male ( ) Female Date of birth \_\_\_\_\_  
Month Day Year

Last Name First Name Middle Initial Maiden Name

Legal/Permanent Address: Street and Number

City State ZIP Home Telephone Business Telephone/Extension

Employer

Business Address: Street and Number

City State ZIP

### Emergency Contact:

Name Street and Number  
City State ZIP Home Telephone Business Telephone/Extension

**Applicant for:** Check appropriate master's specialization

- |   |  |
|---|--|
| <input type="checkbox"/> Applied Addiction Studies                | <input type="checkbox"/> Elder Care Administration |
| <input type="checkbox"/> Child and Youth Care Administration      | <input type="checkbox"/> Family Support Studies    |
| <input type="checkbox"/> Early Childhood Education Administration |  |

How did you first hear about this degree program? Please be specific:

- |  |   |
|--|---|
| <input type="checkbox"/> received brochure by mail                     | <input type="checkbox"/> read ad in publication _____<br>Name |
| <input type="checkbox"/> from a graduate, student, or other person     |   |
| <input type="checkbox"/> visited NSU booth at conference _____<br>Name | <input type="checkbox"/> other (explain) _____                |

Please list all colleges and universities attended. **An official transcript of all previous academic work is required. An official copy of your bachelor's degree transcript should be submitted immediately to begin the admission process.**

Send it to: Program Dean  
Master's Program in Life Span Care and Administration  
Nova Southeastern University  
Fischler Center for the Advancement of Education  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796

Complete Name of College/University	State	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree Awarded AA/BS	G.P.A.

Did you receive your degree from a three- or four-year B.A. or B.S. degree program? \_\_\_\_\_ Yes \_\_\_\_\_ No

### Citizenship Status:

\_\_\_ U.S. citizen  
\_\_\_ Nonresident alien  
\_\_\_ Resident alien

### International Students:

Do you require an I-20? Yes \_\_\_\_\_ No \_\_\_\_\_  
If you have a visa, indicate status code \_\_\_\_\_  
Country of citizenship \_\_\_\_\_  
Native language \_\_\_\_\_

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office, (954) 452-7240.

### Ethnic Origin Data (this information is requested for reporting purposes only):

Check all categories that apply.

___ White	___ Hispanic
___ Black	___ Asian or Pacific Islander
	___ American Indian or native Alaskan
	___ Other

### Applicant Status at Time of Application:

First time attending Nova Southeastern University? \_\_\_\_\_ Yes \_\_\_\_\_ No  
If no, in what program were you enrolled? \_\_\_\_\_  
Dates of attendance \_\_\_\_\_

### Financial Aid:

Have you applied for financial aid? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Have you filed a Free Application for Federal Student Aid (FAFSA)? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, when was the FAFSA sent to Iowa? \_\_\_\_\_  
Date \_\_\_\_\_



## Professional Information

1. PRESENT POSITION

Your title: \_\_\_\_\_ Your starting date: \_\_\_\_\_  
 Number of persons you directly supervise: \_\_\_\_\_  
 Number of clients served: \_\_\_\_\_  
 Budget allocation for your area of responsibility: \_\_\_\_\_  
 Immediate supervisor (if applicable): \_\_\_\_\_

Name	Position
------	----------

The major assignments and responsibilities in your present position: \_\_\_\_\_

The proudest accomplishments in your present position: \_\_\_\_\_

Your greatest disappointments: \_\_\_\_\_

Your strengths: \_\_\_\_\_

Your weaknesses: \_\_\_\_\_

2. Previous positions: please list previous employment in chronological order, beginning with your present position.

Dates	Employer Name and Address	Brief Description of Responsibilities
to		
to		
to		

3. Recommendations:

Identify the three persons you have asked to write letters of recommendation on your behalf. At least one of the three individuals should be your immediate supervisor. Please use the enclosed forms when requesting recommendations.

1. \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Name Title Telephone

2. \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Name Title Telephone

3. \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Name Title Telephone

4. List any additional professional and/or career-related experiences you have had (e.g., workshop leader, adjunct faculty, conference leader, keynoter, etc.). **Please attach a resume.**

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5. List below the titles of any professional writing you may have done in the past. Please include undergraduate honors theses, publications, work-related projects, grants, etc.

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6. Do you intend to transfer any graduate-level credits toward your master's degree? \_\_\_\_ Yes \_\_\_\_ No  
If yes, list course number, title, institution, and dates:

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## Personal Information

Wife/Husband: \_\_\_\_\_

Children (names and ages): \_\_\_\_\_

\_\_\_\_\_

Magazines you regularly read; books you have read recently: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Hobbies or recreational interests: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Civic or community activities and offices held: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe an accomplishment, involving a group or organization, of which you are most proud. Describe your role in helping to achieve the positive outcome: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you regard as the major problems in your field today?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

The contribution you are seeking to make to the resolution of one or more of these problems (please identify the problem or problems):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your expectations for this master's degree program (skills, knowledge, attitudes):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Narrative Section

Please answer the questions below as fully as possible in narrative form. Each response must be a minimum of 400 words and typewritten on a separate sheet or sheets of paper. The responses will be assessed for content, organization, critical thinking, and writing ability and for the potential to perform competently in this program.

1. The attached article "*Ethical dilemmas: A moral framework for leadership and decision making*," by Sheryl Brissett-Chapman examines numerous ethical issues. Discuss the ideas presented and apply them to your own work setting.
2. Provide an autobiographical summary. Include details that shed light on your decision to apply for this degree program and the leadership role that you have played in the field.

### Acknowledgement of Program Requirements:

**Attention Applicants:** This distance education graduate degree is designed in a guided study format. Successful completion of this program will depend greatly on your ability to work independently, complete assignments and projects within the prescribed timelines and on your ability to demonstrate, in writing and verbally, a comprehensive understanding of the required course content.

I understand that the requirements for the master's program include passing each of the course modules, completing the practicum(s) and attending all required sessions at summer instruction on campus.

I declare that the above information, to the best of my knowledge, is complete and accurate. I have read and understand the policies and procedures stated in this catalog, and I agree to abide by all rules and regulations of this master's program and Nova Southeastern University.

Signature \_\_\_\_\_ Date \_\_\_\_\_

### Release Statement

I give Nova Southeastern University permission to publish and use, in NSU publications, any photos in which I appear that may be taken during class or other University activities.

Signature \_\_\_\_\_ Date \_\_\_\_\_

*Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.*

### Mail your completed application to:

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Master's Program in Life Span Care and Administration  
Nova Southeastern University  
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# Ethical dilemmas: A moral framework for leadership and decision making

by Sheryl Brissett-Chapman

Much of the literature today on leadership in the human services field centers on effective "visioning," positioning, coalition and consensus building, strategic planning, monitoring and implementation, total quality management, and benchmark criteria for measuring and ensuring success, effective change, and optimal outcomes. Much less discussion is focused on issues of ethics with the often covert, if not insidious, implications that result from the widespread lack of discourse about ethical consideration in decision making.

When one acknowledges the blatantly inadequate level of dialogue about making "hard choice" ethical decisions in various segments of both the public and private sectors of our society, it is not surprising that newspaper headline after newspaper headline points to perceptions of unethical practices and public outrage.

The recent United Way case represents an example of public concern about the personal profit of chief executive officers and other senior professionals in charitable or nonprofit organizations. The handling of the U.S. House of Representatives bank controversy after disclosures that numerous members wrote "bounced or floated checks" with regularity and with no penalties and the latest allegations of public officials imposing their sexual attention on staffers (despite these officials' support of women-focused policy initiatives) are two other examples of hotly debated ethical issues regarding public trust and accountability. Should these

individuals give up their leadership roles? Who represents the people, and under what mandates? When does human vulnerability make us "unfit to lead?" What are the rights of elected or public officials? What level of public scrutiny of officials becomes unacceptable?

Ethical dilemmas are numerous, complex, and pervasive. As a result, all leaders, regardless of their unique concerns, are bound to either encounter or to inspire ethical debates. The challenge for leadership is to become and remain conscious of the ethical dimensions to professional life and to separate these aspects from their own more limited and personal realities.

## Broad contemporary issues

According to Velasquez and Rostankowski (1985), there has been a substantial increase in the number of critical, moral issues undergoing significant exploration. These broad social issues currently generate considerable dialogue. These authors summarize and review the following value-laden debates raging in our society today:

**Torture.** According to Amnesty International, allegations of torture had been leveled at 60 member countries of the United Nations since 1976. Torture is clearly horror and represents the the infliction of atrocities on perceived enemies and the opposition. Yet many governments continue to view this practice as a justifiable instrument of politics, with alleged societal benefits. While

some argue that torture is immoral under all circumstances (i.e., a human being should never be used as a means to an end) others, such as Levin (1982), argue that torture may be morally mandatory. An example Levin puts forth is of subjecting a terrorist to excruciating pain to discover where he hid a bomb that, if detonated, could kill thousands.

**Nuclear armament.** Two arguments prevail regarding nuclear weapons: (a) the morality of using nuclear weapons in the course of a war or an international conflict and (b) the morality of stockpiling nuclear weapons for the purpose of deterring others from using nuclear arms or engaging in some other major military confrontation. Under what conditions is a war "just" and defensible? When are injuries inflicted by a war proportional to the benefits and the good that is achieved? What are the implications for the use of nuclear weaponry and the stockpiling of them?

**Suicide.** Over 1,000 persons commit suicide every day. Increasingly, they are young adults, adolescents, and even children. Views are extremely polarized in this issue. One perspective views suicide as an evil or as a disease or mental illness that should be prevented (e.g., suicidal ideation can legally warrant involuntary hospitalization or the breaking of patient/client confidentiality). The other perspective views suicide as a rational option involving a "request to die" that every human being should be allowed to exercise. Indeed, this perspective extends to professionally assisted suicides of



individuals with terminal medical conditions. Are there conditions under which it is ethically preferable for an individual to commit suicide (e.g., to save one's children) or is suicide a violation of God's fundamental law (i.e., the Sixth Commandment: "Thou shalt not kill")? The acquittal of Dr. Jack Kavorkian, charged with assisting a suicide, was based on a perception that his intention was humanitarian and that his goal was to prevent intolerable suffering.

**Abortion (termination of pregnancy).** One of the most hotly contested issues of our time, abortion is enveloped in complicated, ethical questions. Is the fetus a "person" with the moral rights of an adult human? Does any condition exist in which it is morally permissible to abort a fetus? When does a fetus become a child? Who makes that decision? What are the implications for equity if the rights of children are not equally safeguarded? What are the parameters for protestation of either position, "the right to life" or "the right to choice"?

These issues (and others) become a complicated context for child and youth care administrators who serve missions within communities that frequently are polarized or conflicted over these matters. However, ethical issues have begun to emerge within the field of child welfare itself as a function of the underlying problem that drives professional systems to now become involved with the care of children and the capacity of the family. After two decades of federally legislated mandatory reporting on the part of child-serving professionals (e.g., teachers, doctors, nurses, therapists, clergy, day care providers, counselors), society finds itself grappling with nearly 2 million reports of suspected child abuse and neglect annually as well as with 400,000 children placed in out-of-home care.

The field debates over preferred modalities, such as family preservation and in-home services versus group care and residential treatment, case management versus psychotherapy, and matching children with caregivers versus trans-racial placements and adoptions. Fundamental discussion regarding the ethical dimensions of professional practice and policy dilemmas rarely finds time on the executive's demanding schedule.

## Ethical issues in child abuse and neglect

The following issues summarize the ethical choices that most frequently challenge executive leadership in the field of child welfare:

**Confidentiality.** In the child welfare field, personal information regarding a child's history and

Ethical issues emerge, however, when individuals must intervene with a child based on limited, partial, or stereotypical information or when a child's request to withhold information is not responded to due to the requirements of mandatory reporting. In the latter case, these reports may produce results that are unacceptable. An illustration is the case in which a 5-year-old's disclosure that a 9-year-old male cousin had sexually fondled her resulted in a report by the therapist. The child begged the professional not to share this information because she believed that her mother would become upset and remove her from therapy. Although police found no basis on which to act, the child's fears were realized.

**Child abuse and neglect reporting.** An extension of the confidentiality discussion, the ethical issues surrounding child abuse and neglect

*Current approaches to sharing information about a child most often reflect specialists who approach their missions with a narrow focus.*

adjustment is often protected by professional ethics, regulations, and local and state statutes. The issue of *who* has the right to know *what* becomes a challenging one for executives who must minimize liability risk and ensure compliance with funding and regulatory requirements. Current approaches to sharing information about a child most often reflect specialists who approach their missions with a narrow focus. Thus, the child is viewed in a fragmented way by individual systems that limit their scope of responses to one domain (e.g., health vs. education vs. mental health vs. child care).

reporting center on the decision to report or not to report. According to government statistics (cited in Besharov, 1994), nearly 65% of all reported cases result in no evidence of abuse and neglect. In other words they are deemed unfounded or unsubstantiated. On the other hand, professionals fail to report 30% of the cases in which they suspect child sexual abuse. Nearly 40% of all child abuse deaths involve children previously known to the authorities.

The ethical parameters in this instance focus on whether or not untrained and unskilled professionals should be mandated to report cases that clog systems that possess limited



resources. On the other hand, how can individuals be held accountable in cases that hide life-threatening and potentially harmful life circumstances for particularly vulnerable children? How can the continuum between underreporting and overreporting be managed more effectively by the executive?

**Equality of treatment.** The ethical issues that surround treatment center on the substantive documentation in the field that ethnic minority children are less likely to receive mental health services and are more likely to be tracked into juvenile justice and detention facilities for the same behaviors that nonincarcerated white children exhibit. In addition, poor and ethnic minority children are disproportionately reported for abuse and neglect and are disproportionately served by child-caring systems; yet executive leadership in both public and private systems continues to come from communities that are very distinct from the communities the children must remain in or return to.

How does the child and youth care administrator effectively advocate for equal and culturally responsive services for vulnerable children and families? When does the "business" side of service delivery conflict with community values and integrity? What is the appropriate role for the executive in educating communities regarding the needs of their children?

**Individual vs. family vs. community vs. systemic needs and requirements.** The very nature of individual and organizational systems defies and resists change. Given the enormous social changes that affect children, families, and communities, how does the executive make key decisions regarding interventions and policies? When is it in the best interest of the child to keep the family together? When and under what conditions is child removal

unavoidable? And for how long? What is the community's responsibility and the government's obligation to support healthy family development and functioning? And finally, when do the gatekeeping and maintenance functions of systems take on a life of their own and, in fact, begin to parallel family dysfunction? In other words, when do we tear down our institutions and build anew?

**Professional's history of trauma, level of maturity, and personal competency.** How do we balance the professional's right to confidentiality with the need to protect children from individuals who are impaired due to personal and unresolved experiences with childhood trauma? How do supervision and professional screening and hiring practices serve to prevent individuals from working in child care settings while driven by high-powered personal needs to rework their own victimization by rescuing others, by becoming enmeshed personally, and by holding on to very deeply subjective perspectives concerning childhood rights and adult and family responsibilities. In an increasingly shrinking labor force, where competition for youthful, energetic workers is stiff, and in a market that does not support appropriate levels of salaries for mature workers, how does the executive recruit and retain child care workers who bring mature life experiences, good judgment, and commitment to the workplace?

In summary, today's executive director or child care leader must be willing to confront value-laden, ethical choices. They must model the ability to openly identify moral concepts and principles, consequences, and justifications. It is suggested that the leader must be willing to shift roles and identify legitimate rights and claims of all members in a situation. For example, sloppy and baseless reporting

of child abuse may result in unnecessary trauma and victimization of a family. On the other hand, professional identification or regard for the family may result in the failure to prioritize the child's need for safety and appropriate caretaking.

Lastly, it is important to structure open team and community dialogue, where compelling and reasonable moral positions can be explored, without the dominance of one person. The goal of team reflection is to seek not simply a practical solution to a problem but to do so with an emphasis on being ethical and on ongoing moral development (Strike & Soltis, 1992).

Currently, our society struggles with many moral issues in rather fragmented and provocative ways (e.g., in the media, should a celebrity football player receive different treatment when suspected of murdering his spouse?). The child care administrator must be prepared to lead these moral debates within the field of child welfare and to model higher-level reasoning, such as "What is the right thing to do?" rather than "How do I do it right?"

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*Sheryl Brissett-Chapman, Ed.D., is executive director of The Baptist Home for Children and Families in Bethesda, Maryland. She is a senior faculty member of the Ed.D. Program in Child and Youth Studies at Nova Southeastern University.*

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Fax: (954) 476-8941

**Recommendation Form**  
**Applied Addiction Studies Specialization**  
**Child and Youth Care Administration Specialization**  
**Early Childhood Education Administration Specialization**  
**Elder Care Administration Specialization**  
**Family Support Studies Specialization**

Name of applicant: \_\_\_\_\_

Address of applicant: \_\_\_\_\_  
Street and number

City State ZIP

Telephone number of applicant: ( ) \_\_\_\_\_

**Information waiver to be completed by applicant *before* giving it to source of reference.**

Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted December 31, 1974,

I DO \_\_\_\_\_ I DO NOT \_\_\_\_\_ waive the right to inspect and review this completed recommendation.

\_\_\_\_\_  
Social Security number

\_\_\_\_\_  
Applicant's signature

(The above is to be filled in by the applicant.)

The above-named individual is seeking admission to a field-based graduate program. The program has been developed for employed professionals who desire to improve their academic and leadership competencies. In writing your recommendation, please describe the applicant in terms of his or her (1) commitment to the field; (2) potential for providing leadership in the field; and (3) ability to succeed in a program requiring a good deal of independent study (high motivation and tenacity are required). Finally, please say a word or two about the applicant's success in meeting the challenges of his or her present position. Thank you for your assistance.

(Complete statement on reverse, or attach your letterhead paper.)

Please send to:

Program Dean  
Master's Program in Life Span Care and Administration  
Nova Southeastern University  
Fischler Center for the Advancement of Education  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 475-7457

Signature \_\_\_\_\_

Name (type or print) \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Street and number

City State ZIP

Phone ( ) \_\_\_\_\_

Date \_\_\_\_\_



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## **Transcript Request and Transmittal Form**

**Applied Addiction Studies Specialization**  
**Child and Youth Care Administration Specialization**  
**Early Childhood Education Administration Specialization**  
**Elder Care Administration Specialization**  
**Family Support Studies Specialization**

STUDENT: To request that a transcript be sent from your former school to Nova Southeastern University, fill in the blanks in *both* sections of this form and mail the form to your former school.

Dear Alma Mater:

Please send to Nova Southeastern University an official transcript of all academic work taken while attending your institution. Please return the transmittal form along with my **official** transcripts.

A. I attended your school from \_\_\_\_\_ to \_\_\_\_\_.

B. While in attendance, my name on your records was

\_\_\_\_\_

Last

\_\_\_\_\_

First

\_\_\_\_\_

Middle/Maiden

C. My student identification number was \_\_\_\_\_.

Thank you for your assistance.

Student: \_\_\_\_\_

Address: \_\_\_\_\_

Sincerely,

\_\_\_\_\_  
Signature

---

## **Transcript Transmittal Form**

DEAR ALMA MATER: Please return this form with transcript to

Program Dean  
Master's Program in Life Span Care and Administration  
Nova Southeastern University  
Fischler Center for the Advancement of Education  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796

Name \_\_\_\_\_

Last First Middle/Maiden

Address \_\_\_\_\_

Street and number

\_\_\_\_\_

City

\_\_\_\_\_

State

\_\_\_\_\_

ZIP

Social Security Number \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Date \_\_\_\_\_

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## **Financial Aid Survey Form**

**Applied Addiction Studies Specialization**  
**Child and Youth Care Administration Specialization**  
**Early Childhood Education Administration Specialization**  
**Elder Care Administration Specialization**  
**Family Support Studies Specialization**

---

Name \_\_\_\_\_  
Last First Middle/Maiden

Address \_\_\_\_\_  
Street and Number

\_\_\_\_\_ City State ZIP

Social Security number \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Phone number (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Day Evening

**Please answer the following and return with the application form:**

1. Do you plan to apply for financial aid?  
\_\_\_\_ Yes \_\_\_\_\_ No
2. Have you ever received a student loan?  
\_\_\_\_ Yes \_\_\_\_\_ No



# UNIX ACCOUNT REQUEST FORM

## Fischler Center for the Advancement of Education

**NOTE:** You must have access to a computer and modem before requesting a UNIX Account. When requesting a UNIX Account, you must fill in this form completely; incomplete forms will delay processing. In addition to your login name and password, you will be sent Quick Start sheets to assist you with configuring your machine's telecommunications software, NSU ONLINE: A Guide to NSU's Telecommunications System and an introduction to the Electronic Library. An account not used for 6 months will be deactivated or deleted from the system. This form will be processed upon your acceptance to the program in which you are applying. Please print when filling out this form.

Name: \_\_\_\_\_  
(Last) (First) (Middle Initial)

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: Home ( ) - Office ( ) -

Fax: ( ) - Social Security Number: - -

Date of Birth: Month \_\_\_\_\_ Day \_\_\_\_\_

Circle the program with which you are associated: EDL GTEP LSCA CYS ITDE PHE CSD CAE

FCAE Status: \_\_\_\_\_ Student \_\_\_\_\_ Staff \_\_\_\_\_ Faculty

Type of operating system: \_\_\_\_\_ Macintosh \_\_\_\_\_ DOS \_\_\_\_\_ Windows 3.1 \_\_\_\_\_ Windows 95

Do you own a telecommunication software package? \_\_\_\_\_

**\*\*\*\*PLEASE CONTINUE ON REVERSE SIDE\*\*\*\***  
(SIGNATURE REQUIRED ON REVERSE SIDE)

### FOR PROGRAM USE ONLY:

Please provide this individual with a UNIX account. This individual is registered/employed in our program and is entitled to a UNIX account.

\_\_\_\_\_  
Program Director/Designate Date

### FOR FCAE/OFFICE OF TECHNOLOGY USE ONLY:

Date Received: _____	Login: _____
Date Entered: _____	Password: _____
Date Mailed: _____	Processor's Initials: _____

## STUDENT CODE OF COMPUTER ETHICS

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research and administration. Nova Southeastern University computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multi-user time-sharing systems to single-user terminals and personal computers, whether free-standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students, as part of their academic preparation towards specific professional career goals, must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state and international computer laws. A copy of the "Florida Computer Crimes Act" and referenced Florida State Statutes may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova Southeastern University computer systems, whether a multi-user time-sharing system or a single-user terminal or personal computer, must:

- have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems.
- limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office.
- refrain from attempting to tamper with or obstruct the operation of Nova Southeastern University computer systems.
- be aware that accessing or using another person's computer account without that person's permission is illegal and unethical.
- be aware that the user of invasive software, such as worms and viruses destructive to hardware, software or data files is illegal and unethical.
- be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene or harassing manner will be dealt with by appropriate University policy, procedures and agents.
- use only legally obtained or licensed data or software in accordance with its license or purchase agreement.
- be in compliance with Federal copyright laws and the University's Copyright Code.

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

## ACADEMIC COMPUTING ACCOUNT SECURITY AND ETHICS AGREEMENT

Nova Southeastern University has adopted rules for academic computing. The following rules outline your responsibilities for securing your academic account. This is not, however, a comprehensive list of all online policies, procedures and responsibilities. Access to your computer account is a privilege. You are expected to limit the use of your computer account to academic activities as defined by your academic program. If you misuse your account these privileges may be withheld. You must read, sign, and return this form to your program before your account can be activated.

Your computer account is to be used only by you. *Do not* share your account with other individuals. The password to your account must be kept secure.

You must change your password at least every six (6) months. If you neglect to change your password, the computer system will automatically expire it. Expiration of your password does not prevent you from accessing your account. It merely forces you to change your old password to a new value when you first log in. Make sure to commit your new password to memory. You may change your password at any time with the *passwd command*. Always choose a password that is difficult to "guess." Your password should conform to the following rules:

- It must be eight (8) characters in length.
- It must contain at least three special characters, such as a numeric digit.
- **It must not be any word that may be found in a dictionary.**

Choose a password that is meaningful to you but not obvious to anyone else. Examples of acceptable passwords are **728arves**, **jboad007**, and **beat1001**.

NSU's computer systems will automatically monitor your password on a regular basis. If your password is "guessed" by the system, you will be sent electronic mail indicating that this has happened. If this occurs, change your password immediately to prevent anyone from tampering with your account.

It is your responsibility to make backups of your files on your own computer. Nova Southeastern University is not responsible for the loss of your computer files.

If you do not access your account for a period of six (6) months, your account will be reviewed and may be deactivated by the academic program. You must call the program to request reactivation of your account.

If you forget your password or have trouble accessing your account, please contact the person designated by your academic program to administer online accounts. This person can facilitate any changes needed to get you working again.

**I understand the statement of ethics and the above rules for using Nova Southeastern University's academic computing systems and agree to abide by them.**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Academic Program

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



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